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ABSTRACT

To facilitate the design of an admissions test for students wishing to study public relations at West Virginia University (Morgantown), a study used data from the academic records of 2,100 students and graduates and their performance on the Journalism Proficiency Examination. The measure used was their academic and professional success compared to the number of times subjects attempted the test. It was discovered that of the students who passed the exam, 41.4% succeeded on the first attempt, 53.2% on the second, and 5.4% on the third. To design an effective test, the study proposes an exam that totals 400 points and includes seven categories, including attitude, creativity, motivation, personality, problem solving, skills, and writing. Guidelines for administering the test were modeled after the Law School Admissions Test, but on a smaller scale due to the age and lack of academic advancement of incoming students. Overall, it was noted that admissions tests seem to be beneficial because students learn the performance criteria expected of journalism graduates, can make career decisions based on these criteria, and are able to assess their aspirations and potential. (CRH)

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Designing a Prospective Admissions Test for Public Relations Majors

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in Journalism and Mass Communication Convention

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INTRODUCTION

We propose, in this paper, an admissions test for incipient public relations majors. For purposes of discussion, we wish to classify testing in two major categories: aptitude and proficiency. Aptitude testing determines an individual's ability to perform in an educational setting; proficiency testing indicates how well graduates of a training program can practice skills they have learned.

Such tests as the GRE, the LSAT, and the MCAT, used to control admissions to graduate and professional programs, are clearly based on aptitude. The PRSA accreditation test and state bar exams, on the other hand, evaluate the proficiency of current practitioners or of those preparing to enter professions. Both testing methods--aptitude and proficiency--are complementary. That is, students who can pass aptitude tests should also do well on proficiency examinations.

Some educators favor testing the proficiency of public relations seniors as a final condition for graduation. The proposed examination, we have heard, would be equivalent to that given for PRSA accreditation. The test could also be compared to the comprehensive and/or final exam required of candidates for advanced degrees.

We agree that a final, proficiency examination is one way to assure improved public relations practitioners, but we believe that an admissions test, administered at the freshman or no later than at the sophomore level, would accomplish the same purpose but would have an overriding advantage: Such a test would be inherently more economical and more just, especially to public relations majors. That is, early screening could save numerous students two to three years of expense, boredom, and ultimate frustration.

To illustrate the contributions an admissions test could provide for your programs, we will present findings based on our West Virginia University ten-year history of using a journalism admissions test (somewhat mislabeled the "Journalism Proficiency Examination").

We wish to address two main points in this paper: (1) the impact of an admissions test on a student population and (2) the justification this experience may provide in developing a test for incipient public relations majors.

METHODOLOGY

We have studied the academic records of more than 2,100 WVU students whom we have tested during the past ten years, and we have tracked the careers of numerous alums. (As you know, it's next to impossible to know what <u>all</u> your graduates are doing.) With the assistance of our statistics department (especially that of Ed Robey, a statistics master's candidate who is using our study as his degree project), we have

correlated historical data and have addressed two hypotheses:

1. Students' performance on our admissions test (the independent variable) will predict the quality of individuals' future academic work (the dependent variable).

2. Performance on our admissions test (IV) will forecast individuals' professional success (DV).

We decided academic quality would be determined by students' GPA's, grades in selected courses, and membership in AAF, PRSSA, and SPJ-SDX. We based professional success on job types, job success, and alumni support.

Study Limitations

Besides not being able to account for all our graduates' employment histories, our study is limited by one major factor: A number of our test-takers are still students. That is, our ten-year study of test results includes many individuals who could not yet be job holders or contributors to our endowment fund. In other categories (society memberships, GPA's, and the like), however, these individuals are valid subjects.

We had thought we would compare graduates required to pass the admissions test with those who graduated before the test was required, but our records of the earlier group are not sufficient for the census study we have undertaken. Thus, we elected to use the number of trials on the test as our basis of comparison. That is, we have compared academic and professional success to the number of times our subjects attempted the test before they passed it.

For this paper, we have classified attempts at passing our JPE according to the semester during which students first encountered the test. (We should note that, until fall 1983, we administered a version of the test as a diagnostic exercise at the beginning of each semester. According to the original plan, our faculty agreed that those who passed a test at the beginning of a semester would be excused from a language skills course; those who failed would attend a two-hour-per-week remedial night class.)

We had anticipated that the passing rate on the first try would decline because the School policy related to the minimum passing score changed from 60 percent in fall 1974 to 70 percent in fall 1975 to 80 percent in fall 1980. (Originally, almost all students passed on the first attempt; yet, after 1980, we estimated that 10-15 percent passed on the first try. Of those who were taking the test a second time, approximately 75 percent passed.)

Our statistical survey is further affected by a test date policy change. (Since fall 1983, we have achieved a higher passing rate on the first attempt--administered to everyone after ten weeks of reviewing grammar, spelling, and punctuation.) We must recognize, therefore, that "first attempts" have a dual interpretation (both before and after extensive weekly review sessions--depending upon the semester involved). Overall, among students taking the test during the past ten years, the passing rate has been 83 percent.

We would not advocate this remedial approach in preparing students to take the proposed public relations test because the PRAT is not entirely skills-based and would not require remedial training. Rather, we would suggest that candidates be given a packet of materials--similar to those made available for the LSAT--to prepare for the PRAT.

FINDINGS

Our findings consist primarily of tables (computer printouts) assembled about students who have taken the WVU journalism admissions test between 1974 and 1984. These participants include all students, generally at the sophomore level, who have intended to major in one of our journalism sequences. We shall begin by citing some general statistics and will present the most pertinent tables.

During the past ten years, 2,170 have taken the test; 817 (45.2 percent) of the 1,806 who have passed the test (on one, two, or three attempts) have completed journalism degrees. Some of the 989 others who have not graduated from journalism are still majoring in pre-journalism; a few are pursuing other curricula.

We have, for purposes of this paper, concentrated on those students who have attempted the test between 1979 and 1984 because catalog copy in 1975-76 officially imposed an admissions exam, originally called the Diagnostic English Test (DET), as a prerequisite for upperclass admission to the School of Journalism. Some graduates between 1974 and 1978

voluntarily took the test, but graduates during the past six years were required to pass the test to enter the journalism ranks. Our study specifically subdivides those who passed the DET/JPE on the first, second, and third attempts and compares these groups from several perspectives.

We have hypothesized that those who can pass an aptitude test on the first attempt earn higher English composition, newswriting course grades, and grade-point averages than those who cannot pass such a test.

This hypothesis is supported, as Tables 1-3 show. Specifically, 92 (12.3 percent) of the 748 persons who passed the test on the first try earned A's in English 1; 103 (13.8 percent) of those successful on the first try earned A's in English 2; 91 (12.2 percent) of those who passed on the first attempt earned A's in Journalism 18. Among the same 748 persons, 27 (3.6 percent) had English 1 waived, and 35 (4.7 percent) had English 2 waived.

Fifteen of those who passed on the first attempt had credit by exam for English 1; 18 had Advanced Placement (CEEB) or course content (CLEP) credit for English 2. Of those who passed on the second attempt, another 15 had credit by exam for English 1; 18, credit by exam for English 2. In contrast, none of the students who passed on the third try had CEEB or CLEP for English 1 or for English 2.

Of the 1,806 who eventually passed the School's test, 123 (6.8 percent) are known to have transferred English 1, English 2, or Journalism 18 credits. Considered separately,

113 transferred English 1; 84 transferred English 2; and 25 transferred Journalism 18. The largest number of students who transferred a course were those 72 who passed the test on the second try and who transferred English 1.

Of those who failed the test, 92 (25.3 percent) transferred one of the three writing courses. Among 51 students who earned an I in Journalism 18, only one person earned an I in English 2.

Test performance points out extremes in motivation among prospective journalism majors. The mean JPE score among those who passed our JPE on the third attempt was 83.3, yet the mean JPE score for those who failed on the third attempt was 68.1 (see Fig. 1). The mean GPA for students who passed the test was 2.9; the average (last-known) GPA for people who failed the test was 2.2 (see Fig. 2).

Separating the students who passed the test on their first try from those who eventually passed an exam, we can conclude that those students in the highest GPA zone represent the largest group among 748 who passed a test on the first try. As noted in Table 4, 72 (75 percent) of the 96 students on the 3.50-4.00 GPA level passed the test the first time. The 24 students who had 3.50-4.00 averages and who failed the test equal only 2.3 percent of the 1,058 who failed the first time but eventually passed.

The mean GPA for students who passed on the first try was 3.1; on the second try, 2.8; on the third try, 2.5 (see Fig. 3).

As you know, journalism enrollments are predominantly female these days. Let's look at how women compare with men on our admissions test. We have learned that 87.5 percent (1,110) of the 1,269 women passed the test between 1974 and 1984; 159 women (12.5 percent) have failed the test one, two, or three times. In comparison, 696 men (77.3 percent of those 901 men attempting the test) have passed; 205 (22.8 percent) have failed (see Table 5).

Women passed more frequently than men on the first attempt: 38.8 percent (492) of the 1,269 women succeeded on their first tries; 28.4 percent (256) of the 901 men passed on their first attempts.

Of the female students who failed once, 84.6 percent (570 of 674 who tried again) passed on their second test dates (during the same semester or during a subsequent one); 74.3 percent (391) of the male students passed on their second attempts. Of those facing the third test date, another 68.6 percent (48) of the women and 61.3 percent (49) of the men who attempted the exam passed. Obviously, those who failed the test the third time were not allowed to take the test again.

Now for a note on the relative academic performance of those who have failed the test. Some of those transferred to other universities to study journalism, but most remained at WVU in other majors.

Of 364 who did not pass any exam, 242 (66.5 percent) have pursued other curricula; 102 have completed degrees since 1974. English, speech communications, and interdisciplinary physical education (sport management/sport broadcasting/sport reporting) have become the most popular alternatives; students who fail our test do enter various other fields, and we believe we have done them a favor in redirecting them to areas where they can sometimes succeed.

Among those who have failed the test, 109 are still in school; 27 during the past 10 years have withdrawn from school, were suspended, or simply dropped out. We have thus "weeded out" from journalism approximately 11 percent of the aspirants.

Those who never passed the test (364) include 9 who withdrew from English 1, 23 who withdrew from English 2, and 71 who withdrew from the introductory reporting course (Journalism 18).

More specific statistics related to withdrawals from the reporting course also seem significant: 59 students (79.7 percent) of the 74 who failed the School's JPE only once withdrew from J 18. The first exam attempt most definitely discouraged some of those who did not feel confident about their writing skills (see Table 6).

Some students who failed the exam were suspended and reinstated twice before being suspended forever or before being graduated. Forty-four who failed the test were, at one time, suspended from the University.

Three who failed the test showed commitment to other degree programs by completing both bachelor's and master's degrees. Incidentally, five who never passed the journalism test pursued law degrees.

Of those students who passed, 41.4 percent needed to take the exam only once to meet the admission requirement; 53.2 percent accepted one failure and rebounded on the second try; 5.4 percent squeaked through on the last chance, the third try (see Fig. 4).

Of those who took the test the first time, 34.5 percent passed; of those who took the exam the second time, 80.1 percent passed; of those who took the test three times, 64.7 percent passed (see Fig. 5).

An inverse relationship exists between students' scores on an admissions test and their likelihood of joining professional societies. That is, we refuted our hypothesis that students who passed the test on the first attempt would lead in joining professional societies. Only 32.9 percent of that group joined AAF, PRSSA, and SPJ at WVU between 1979 and 1984. Of those who passed on the second try, 35.3 percent joined, yet 41.2 percent of those who passed on the third try became members (see Fig. 6).

Surprisingly, 17 students who never passed the test joined professional organizations--perhaps to offset their academic performance, to demonstrate their temporary optimism about becoming journalism majors, or to satisfy their desire

to join the successful test-takers. The last-known grade-point averages among those 17 individuals who never passed the test ranged from 1.00 to 3.14.

We have discovered that 34.7 percent of the students who passed the test on their first attempt have reported recent jobs to our alumni coordinator. Among second-attempt achievers, 25.6 percent have mailed career descriptions to the School. Representing the final group, 16.1 percent of those allowed a third try have notified the faculty about their positions (see Fig. 7). Although some graduates might have moved, married, or landed jobs outside their major, the number of graduates reporting jobs was lower than we had expected.

Another hypothesis did prove true. Those successful on the first test attempt contribute to the University more frequently. Among 1979-84 journalism alumni, a higher percentage of persons who passed the test on the first attempt donated money to their alma mater than the percentage of those who passed on the second or on the third attempts. Those who have graduated since 1979 have not worked long enough to have become major contributors, but of those who have sent money to our endowment fund, first-time passers total 7 percent; second-time passers, 3.9 percent; and third-time passers, zero percent (see Fig. 8).

THE PUBLIC RELATIONS ADMISSIONS TEST (PRAT)

WVU's journalism admissions test has evolved from a simple grammar/spelling/punctuation format (similar to typical standardized tests) to one more nearly tailored to the needs of potential journalism majors. Even so, its thrust has been to test students' fundamental skills. And by adjusting the passing level of this test, we have been able to control enrollment in our school. (The passing mark has increased from the initial 60 percent in 1974 to 80 percent in 1980--as you will recall.)

We suggest that an admissions test for aspiring public relations majors contain a significant module on basic skills but that it also include modules to test other attributes needed by the successful public relations practitioner. We do not presume at this point to propose the ultimate nature of this test, for, as you know, designing this measurement instrument would take an enormous amount of time and effort from a representative group of public relations educators and practitioners. We should like, however, to propose specific attributes that can be identified, to name some existing tests that may serve as models, and to outline tentative ground rules for weighting the test.

Categories and Weights

These categories are not mutually exclusive; neither are they inclusive; but we believe they represent characteristics

we should seek among incipient public relations majors. Our proposed test totals 400 points and includes seven categories.

Attitudes: College students' attitudes should reflect their aptitude for learning about and practicing public relations, for as practitioners, they must work well in organizational structures. To detect students' ability to "fit in," such tests as the "Webster Developmental Status Scale" have been designed to detect rebellious independence--including impulsivity, openness to expression, anti-authoritarianism, independence, flexibility, nonconformity, tolerance for ambiguity, introspection, freedom from cynicism, and impunitive attitudes. Because teamwork, understanding and accepting organizational objectives, and putting organizational interests ahead of personal aggrandizement are requisites for success in public relations, we believe this module is justified. It should be worth 50 points.

Creativity: Almost every list of desired attributes among public relations practitioners includes creativity, and several tests for creativity have been devised. Karlin's "pun test," which requires respondents to invent puns for given words, is one example of a creativity test (e.g., "bulldoze--a sleeping animal"). Questions that ask for unusual applications for common objects are also popular (e.g., "Name as many uses as you can for a ballpoint pen"). The Cree Questionnaire, which tests creativity and inventiveness in adults, indicates over-all creative potential and yields 13 technical dimension scores grouped under four

broad headings--social orientation, work orientation, internal functioning, and interests and skills. For the creativity module, we propose 50 points.

Motivation: "Needs-achievement," "curiosity," "expectation," and "behavior" tests exist to plumb levels of motivation. Cohen's "Expressed Motivations Questionnaire," for example, attempts to identify reasons students choose particular curricula. The Motivation Analysis Test, developed by the Institute for Personality and Ability Testing, helps to isolate five drives, five sentiment structures, and five optional scores (total integration, total personal interest, total conflict, autism-optimism, and information-intelligence). This module would measure "keenness for work," energy level, performance under pressure, ambition, depth of commitment, dealing with reality, and similar traits essential to public relations practitioners. We suggest 50 points for this module.

Personality: This broad area would include, for example, such characteristics as intelligence, appearance, social desirability, integrity, ethics, optimism, and leadership. One of the older tests for personality is the long edition of the "Personality Research Form." It tests for 22 characteristics, including aggression, dominance, impulsivity, and understanding. Another popular test for personality is the Minnesota Multiphasic Personality Inventory. Public relations practitioners probably cannot be stereotyped (or pigeon-holed) according to any particular personality types, but we believe certain

personality traits are indicators of potential success in the field. This module ought to be worth 50 points.

Problem-solving: Abstract reasoning, awareness of consequences (cause and effect), verbal reasoning, judgment-accuracy, integrative thinking, and recognizing verbal absurdities (such as non sequiturs) are areas for testing our students' abilities to address complex public relations problems. The Wechsler tests, which have been used for more than 40 years, are good models for our use and sources for material for the PRAT. Although subjects in this module are extremely important, we recommend only 25 points be devoted to this category because some of the material overlaps, or is closely related to, the skills module of the test.

Skills: This module would test the traditional communication skills--primarily those of writing. Included would be grammar, spelling, punctuation, and vocabulary. Also included would be speaking and general persuasion skills. As you can see, some of the requirements for skill in communication are subsumed by traits in other divisions of this test (chiefly in the creativity and problem-solving modules), but in this area we should design questions to assess specific strengths and weaknesses, upon which we could build later assignments. Because of the practical nature of this module and its relevance to the entry-level position, we recommend its weight as 100 points.

To this stage, we have 375 points. Rounding out our 400-point test would be a writing exercise worth 25 points. We are not enamored with this total, so it could easily be adjusted. We do believe, however, in the relative importance of the proportions.

Administering the Test

For some guidance in designing and administering our public relations admissions test, we could also refer to several current admission examinations. Let's take the 1984-85 LSAT (law school admissions test) as a specific example. This test consists of four modules requiring 35 minutes each, plus a writing module of 30 minutes. Actual time allocated to taking the test is two hours and 50 minutes. With ten minutes devoted to assembling and receiving copies of the test, law school candidates would spend up to three hours on their tests. (The most popular day for administering the test is Saturday.)

Because public relations candidates for undergraduate study are typically younger and less academically advanced than aspiring law students, prospective public relations majors should spend correspondingly less time on the PRAT--up to two hours. PRAT questions should also be less complex than LSAT questions, which require a fairly broad grasp of logic. Such details, along with scaling, scoring, equating, and other statistical values, can be worked out by a committee that designs the test.

CONCLUSIONS AND RECOMMENDATIONS

Our objectives in this paper have been (1) to provide experential information about the ten-year history of our WVU admissions test for journalism majors and (2) to use this information to justify an admissions test designed exclusively for public relations majors.

We have tracked 2,170 students who have pursued our admissions test and have become convinced that the test has proved beneficial to our journalism majors. We have also mitigated any guilt feelings we had about those we "washed out," for we have realized that many who failed our test have become successful in other curricula.

Data from this study suggest that students subjected to an admissions test, regardless of whether they pass or fail, profit from taking the test in several ways:

1. They learn the performance criteria expected of journalism graduates.
2. They decide whether, after learning these criteria, they wish to continue in journalism or to choose other majors.
3. They assess their aspirations and their potential, for this test "bares their souls."

Statistics also indicate that those who administer a public relations admissions test should seek majors who excel in courses that require self-discipline (mathematics and English composition, for example) and should eliminate students whose academic records include withdrawal from composition and reporting courses.

Admissions testing, on balance, appears to have major advantages, but those who would adopt such a practice should be aware of two concomitant disadvantages: Testing is enormously time-consuming for a faculty and extremely traumatic for students. But we believe the advantages so far outweigh the disadvantages that we would recommend a task force, or commission, be established jointly by the Public Relations Division and the Educators Section of PRSA to develop an admissions test for incipient public relations majors. This commission should consist of both educators and practitioners. During its deliberations, the group should study relevant admissions tests and should seek input from testing experts. Different versions of a test should be developed for field verification (approximately two years) to determine the feasibility of testing incipient public relations majors.

Finally, we would like to recommend that an early admissions (aptitude) test, not an exit (proficiency) test, be used to sort out the best future public relations practitioners, for this method seems to us the more equitable approach.

ENGLISH 1 GRADES BY THE NUMBER OF ATTEMPTS REQUIRED TO PASS

TABLE OF ENG1 BY ATTEMPT

ENG1 ATTEMPT ON WHICH PASSED

ENG1 / FREQUENCY / PERCENT / ROW PCT / COL PCT	1ST	2ND	3RD	TOTAL
A	92 5.09 55.09 12.30	71 3.93 42.51 7.39	4 0.22 2.40 4.12	167 9.25
B	114 6.31 38.78 15.24	167 9.25 56.80 17.38	13 0.72 4.42 13.40	294 16.28
C	33 1.83 19.53 4.41	127 7.03 75.15 13.22	9 0.50 5.33 9.28	169 9.36
D	3 0.17 16.67 0.40	11 0.61 61.11 1.14	4 0.22 22.22 4.12	18 1.00
M	128 23.70 43.23 57.22	500 27.69 50.51 52.03	62 3.43 6.26 63.92	990 54.82
T	36 1.99 31.86 4.81	72 3.99 63.72 7.49	5 0.28 4.42 5.15	113 6.26
W	27 1.50 79.41 3.61	7 0.39 20.59 0.73	0 0.00 0.00 0.00	34 1.88
X	15 0.83 75.00 2.01	5 0.28 25.00 0.52	0 0.00 0.00 0.00	20 1.11
O	0 0.00 0.00 0.00	1 0.06 100.00 0.10	0 0.00 0.00 0.00	1 0.06
TOTAL	748 41.42	961 53.21	97 5.37	1806 100.00

A-D=Earned grades in the course

M=Missing

T=Transfer

W=Waived

X=Credit by exams

O=Other

Table 1

ENGLISH 2 GRADES BY THE NUMBER OF ATTEMPTS REQUIRED TO PASS

TABLE OF ENG2 BY ATTEMPT

ENG2 ATTEMPT ON WHICH PASSED

FREQUENCY / PERCENT / ROW PCT / COL PCT	1ST	2ND	3RD	TOTAL
A	103 5.70 53.93 13.77	83 4.60 43.46 8.64	5 0.28 2.62 5.15	191 10.58
B	97 5.37 34.52 12.97	172 9.52 61.21 17.90	12 0.66 4.27 12.37	281 15.56
C	38 2.10 24.36 5.08	109 6.04 69.87 11.34	9 0.50 5.77 9.28	156 8.64
D	5 0.28 23.81 0.67	12 0.66 57.14 1.25	4 0.22 19.05 4.12	21 1.16
M	426 23.59 43.07 56.95	500 27.69 50.56 52.03	63 3.49 6.37 64.95	989 54.76
T	26 1.44 30.95 3.48	55 3.05 65.48 5.72	3 0.17 3.57 3.09	84 4.65
W	35 1.94 59.32 4.68	23 1.27 38.98 2.39	1 0.06 1.69 1.03	59 3.27
X	18 1.00 78.26 2.41	5 0.28 21.74 0.52	0 0.00 0.00 0.00	23 1.27
O	0 0.00 0.00 0.00	2 0.11 100.00 0.21	0 0.00 0.00 0.00	2 0.11
TOTAL	748 41.42	961 53.21	97 5.37	1806 100.00

Table 2

JOURNALISM 18 GRADES BY THE NUMBER OF ATTEMPTS REQUIRED TO PASS

TABLE OF J18 BY ATTEMPT

J18 ATTEMPT ON WHICH PASSED

J18	1ST	2ND	3RD	TOTAL
A	91 5.04 55.15 12.17	70 3.88 42.42 7.28	4 0.22 2.42 4.12	165 9.14
B	172 9.52 36.67 22.99	282 15.61 60.13 29.34	15 0.83 3.20 15.46	469 25.97
C	49 2.71 30.25 6.55	98 5.43 60.49 10.20	15 0.83 9.26 15.46	162 8.97
M	423 23.42 42.99 56.55	499 27.63 50.71 51.93	62 3.43 6.30 63.92	984 54.49
T	13 0.72 52.00 1.74	12 0.66 48.00 1.25	0 0.00 0.00 0.00	25 1.38
O	0 0.00 0.00 0.00	0 0.00 0.00 0.00	1 0.06 100.00 1.03	1 0.06
TOTAL	748 41.42	961 53.21	97 5.37	1806 100.00

Table 3

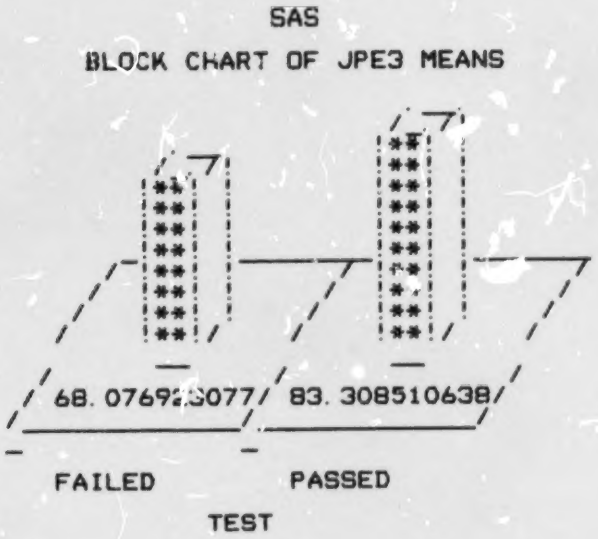


Figure 1

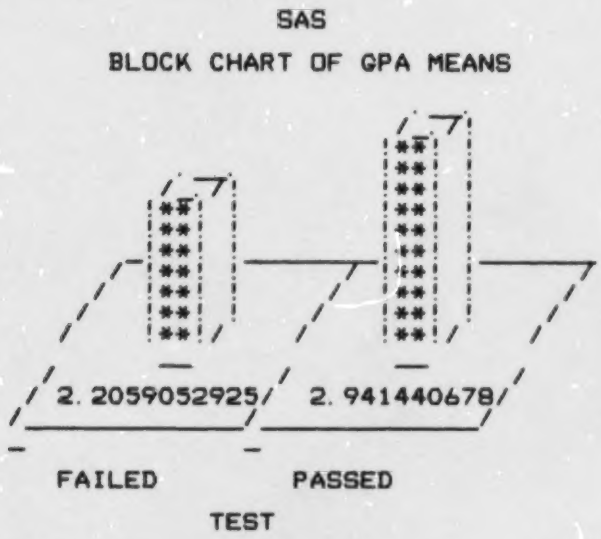


Figure 2

GPA VS THE NUMBER OF ATTEMPTS REQUIRED TO PASS

TABLE OF GPCODE BY ATTEMPT

GPCODE GPA CLASS ATTEMPT ON WHICH PASSED

FREQUENCY PERCENT ROW PCT COL PCT	1ST	2ND	3RD	TOTAL
MISSING	419 23.20 42.76 56.02	496 27.46 50.61 51.61	65 3.60 6.63 67.01	980 54.26
2.00-2.49	36 1.99 27.27 4.81	84 4.65 63.64 8.74	12 0.66 9.09 12.37	132 7.31
2.50-2.99	92 5.09 28.31 12.30	214 11.85 65.85 22.27	19 1.05 5.85 19.59	325 18.00
3.00-3.49	129 7.14 47.25 17.25	143 7.92 52.38 14.88	1 0.06 0.37 1.03	273 15.12
3.50-4.00	72 3.99 75.00 9.63	24 1.33 25.00 2.50	0 0.00 0.00 0.00	96 5.32
TOTAL	748 41.42	961 53.21	97 5.37	1806 100.00

Table 4

MEAN GPA VS NUMBER OF ATTEMPTS TO PASS

BLOCK CHART OF GPA MEANS

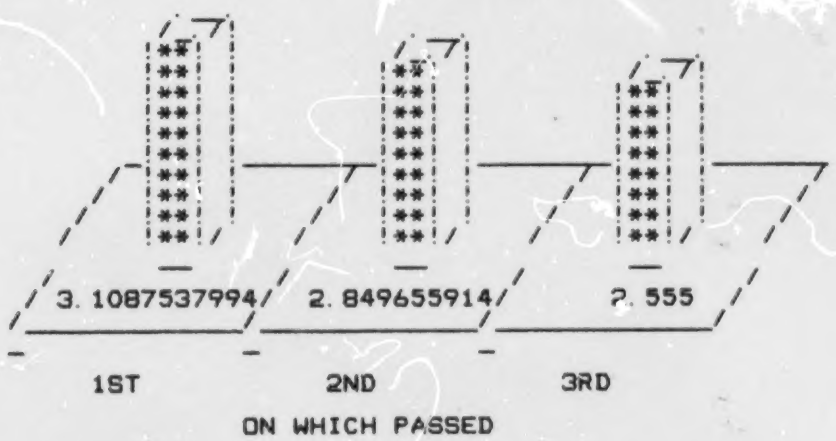


Figure 3

PASSING RATES OF MALES AND FEMALES
TABLE OF SEX BY TEST

SEX FREQUENCY ROW PCT	TEST FAILED	PASSED	TOTAL
F	159 12.53	1110 87.47	1269
M	205 22.75	696 77.25	901
TOTAL	364	1806	2170

Table 5

NUMBER OF FAILED ATTEMPTS VS WITHDRAW FROM J18
TABLE OF NUMBER BY WITHDREW

NUMBER OF FAILED ATTEMPTS FREQUENCY ROW PCT COL PCT	WITHDREW FROM J18 NO	YES	TOTAL
1	163 73.42 56.21	59 26.58 79.73	222
2	78 87.64 26.90	11 12.36 14.86	89
3	49 92.45 16.90	4 7.55 5.41	53
TOTAL	290	74	364

Table 6

PERCENTAGE OF STUDENTS WHO TAKE THE EXAM ONE, TWO, AND THREE TIMES IN ORDER TO PASS

BLOCK CHART OF PERCENT

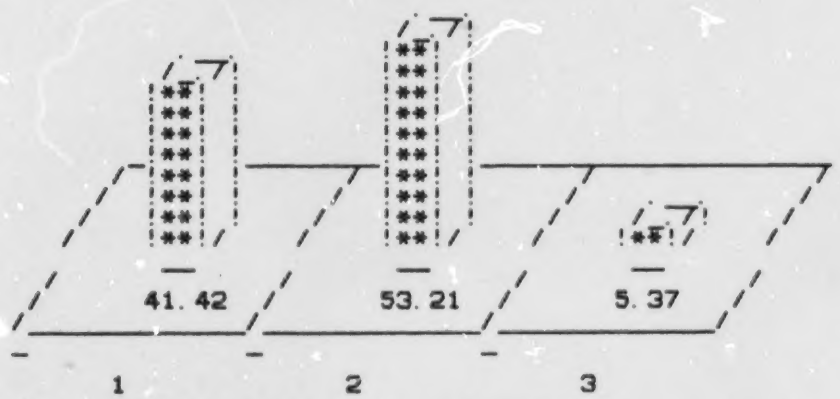
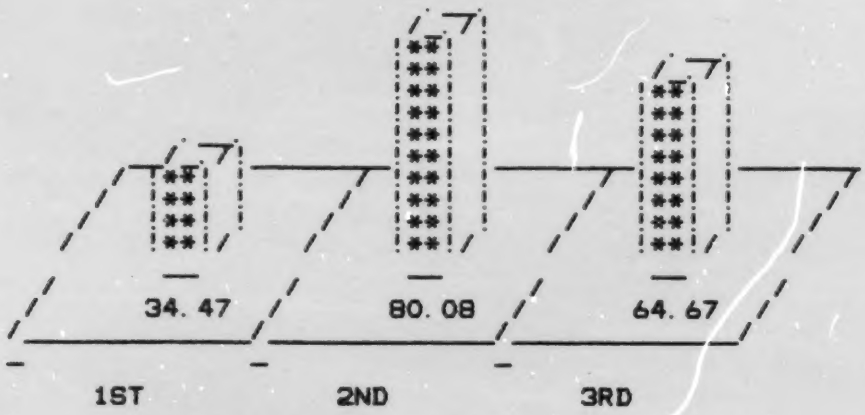


Figure 4

PASSING RATES

BLOCK CHART OF PERP

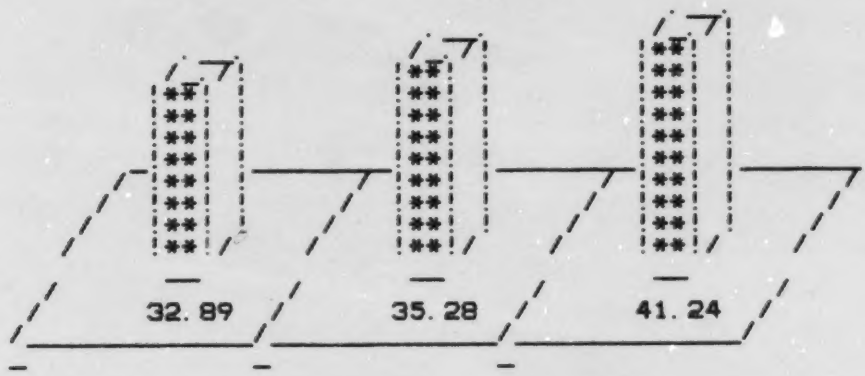


ATTEMPT AT DET/JPE EXAM

Figure 5

PERCENT OF STUDENTS JOINING PROFESSIONAL SOCIETIES

BLOCK CHART OF JOINED

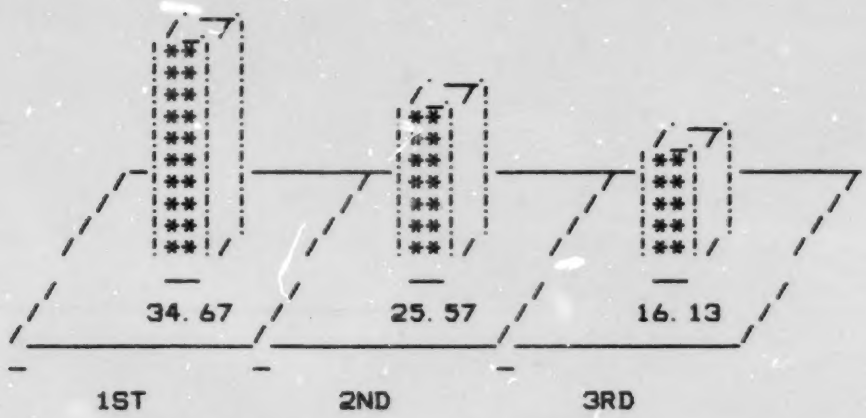


ATTEMPT ON WHICH STUDENT PASSED

Figure 6

PERCENT OF STUDENTS WHO REPORTED JOBS

BLOCK CHART OF PJOB

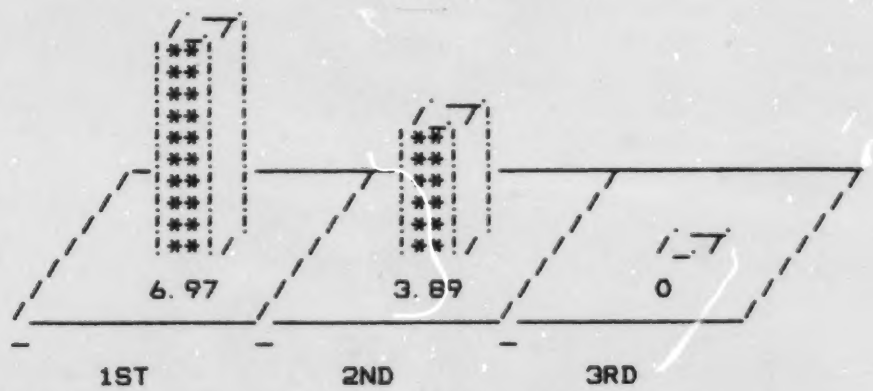


ATTEMPT ON WHICH STUDENT PASSED

Figure 7

PERCENT OF STUDENTS CONTRIBUTING FINANCIALLY TO WVU

BLOCK CHART OF CONTR



ATTEMPT ON WHICH STUDENT PASSED

Figure 8

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